

Monday 01/30/2023	Tuesday 01/31/2023	Wednesday 02/01/2023	Thursday 02/02/2023	Friday 02/03/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	No School
Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	
<p>Objectives:</p> <ul style="list-style-type: none"> Assign instruments to all students to use for the remainder of the year Show students how to set up, clean and properly care for instruments Send home instrument rental sheets and get them returned so students can begin taking instruments home Assign each group of instruments C Major Scales to begin working on, a few notes at a time Continue assigning notes from the C Major Scale until students are competent placing all notes <p>Near Future Goal:</p> <ul style="list-style-type: none"> Entire class plays C Major Scale in unison at the beginning of class Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Objectives:</p> <ul style="list-style-type: none"> Assign instruments to all students to use for the remainder of the year Show students how to set up, clean and properly care for instruments Send home instrument rental sheets and get them returned so students can begin taking instruments home Assign each group of instruments C Major Scales to begin working on, a few notes at a time Continue assigning notes from the C Major Scale until students are competent placing all notes <p>Near Future Goal:</p> <ul style="list-style-type: none"> Entire class plays C Major Scale in unison at the beginning of class Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Objectives:</p> <ul style="list-style-type: none"> Assign instruments to all students to use for the remainder of the year Show students how to set up, clean and properly care for instruments Send home instrument rental sheets and get them returned so students can begin taking instruments home Assign each group of instruments C Major Scales to begin working on, a few notes at a time Continue assigning notes from the C Major Scale until students are competent placing all notes <p>Near Future Goal:</p> <ul style="list-style-type: none"> Entire class plays C Major Scale in unison at the beginning of class Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Objectives:</p> <ul style="list-style-type: none"> Assign instruments to all students to use for the remainder of the year Show students how to set up, clean and properly care for instruments Send home instrument rental sheets and get them returned so students can begin taking instruments home Assign each group of instruments C Major Scales to begin working on, a few notes at a time Continue assigning notes from the C Major Scale until students are competent placing all notes <p>Near Future Goal:</p> <ul style="list-style-type: none"> Entire class plays C Major Scale in unison at the beginning of class Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Get guitars set up with chord charts (G, A, D) <ol style="list-style-type: none"> Assign students the 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Get guitars set up with chord charts (G, A, D) <ol style="list-style-type: none"> Review the task of 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Review guitars chord (G, A, D) <ol style="list-style-type: none"> Review students task of practicing 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Check in with guitars: <ol style="list-style-type: none"> Ask students to demonstrate 	

task of practicing those three chords in unison

2. When complete give them a strumming pattern
2. **Spend time with clarinet players today**
 1. Use clarinet tuner on iPhone to check for good sound
 2. Work on the specific notes assigned
3. **Work with David and Preston on Sax**
 1. Review notes assigned and see how they are playing
 2. Add more notes if ready
4. **Check in with Logan**
 1. See how she is progressing with scales

LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE
(then we will begin playing scales together for warm up, then musical pieces from there).

Standards
MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

practicing those three chords in unison

2. Assign more chords (**C, E, B with only high E string**)
3. When complete give them a strumming pattern
2. **Get clarinet players set up**
 1. Ask students to play what notes they were working on
 2. Add more notes if ready
3. **Work with David and Preston on Sax today (get a sax set up for myself)**
 1. Practice holding the instrument properly
 2. Work on assigned notes
 3. Add more notes if possible
4. **Check in with Logan**
 1. See how she is progressing with scales

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Standards

three chords plus **C, E, B with only high E strings** in unison

2. When complete give them a new strumming pattern
2. **Get clarinet players set up with practice pieces**
 1. Use clarinet tuner on iPhone to check for correct notes
 2. Review notes they are working on and assign more if ready
3. **Work with David and Preston on Sax, assign practice pieces**
 1. Review how they are doing with the notes they were given to practice
 2. Assign more notes if ready
4. **Check in with Logan**
 1. See how she is progressing with scales
 2. Assign continuing to work with both hands
 3. Ask her to think about a song she would like to play

LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE

chords G, A, D, C, E and B

2. Ask students to demonstrate strumming patterns
2. **Check in with clarinets:**
 1. Ask students to play what notes they know
 2. Assign more notes from the C Major Scale if ready
3. **Check in with saxophones:**
 1. Assign more notes if ready
4. **Spend time with Logan on the piano today:**
 1. Ask her to play scales with both hands
 2. Ask her to play the 2 pieces of sheet music I assigned
 3. Teach her C Major chords

LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE
(then we will begin playing scales together for warm up, then musical pieces from there)

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MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
MU:Cn10.0.8a Demonstrate how interests, knowledge,

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

Band/Choir 6

9:33am - 10:25am

Lesson / Instruction

1. **Get guitars set up with chord charts (G, A, D)**
 1. Assign students the task of

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Band/Choir 6

9:33am - 10:25am

Lesson / Instruction

1. **Check in with guitars:**
 1. Ask students to demonstrate chords G, A, D, C, E and B
 2. Ask students to demonstrate

<p>practicing those three chords in unison</p> <p>2. When complete give them strumming patterns to practice</p> <p>2. Spend time with Garrett on the drums today</p> <p>1. Tell him what I learned from the manual</p> <p>2. Review and reassign drumming patterns from Standards of Excellence Book 1</p> <p>3. Work with Raven on Flute</p> <p>1. See how she is doing on assigned notes</p> <p>2. Assign more notes</p> <p>3. Ask her to start thinking about a song she would like to learn</p> <p>4. Check-in with Ash</p> <p>1. Have her play her scales and the scales in the folder</p> <p>LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE (then we will begin playing scales together for warm up, then musical pieces from there).</p>
Standards

<p>1. Get guitars set up with chord charts (G, A, D)</p> <p>1. Review the task of practicing those three chords in unison</p> <p>2. Assign more chords (C, E, B with only high E string)</p> <p>3. When complete give them a strumming pattern</p> <p>2. Review practice pieces with Garrett on the drums</p> <p>1. Look through manual</p> <p>2. Review and assign more drumming patterns from Standards of Excellence Book 1 if ready</p> <p>3. Work with Raven on Flute</p> <p>1. See how she is doing on assigned notes</p> <p>2. Assign more notes if ready</p> <p>3. Ask her to start thinking about a song she would like to learn</p> <p>4. Check-in with Ash</p> <p>1. Have her play her scales and the scales in the folder</p> <p>2. Work on left hand drills</p> <p>LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF</p>

<p>appropriate for a specific purpose or context.</p>
<p>Band/Choir 6 9:33am - 10:25am</p>
<p>Lesson / Instruction</p> <p>1. Review guitars chord (G, A, D)</p> <p>1. Review students task of practicing three chords plus C, E, B with only high E strings in unison</p> <p>2. When complete give them a new strumming pattern</p> <p>2. Review practice pieces with Garrett on the drums</p> <p>1. Tell him what I learned from the manual</p> <p>2. Review and reassign drumming patterns from Standards of Excellence Book 1</p> <p>3. Review with Raven on Flute</p> <p>1. See how she is doing on assigned notes</p> <p>2. Assign more notes</p> <p>3. Ask her to start thinking about a song she would like to learn</p> <p>4. Work with Ash today</p> <p>1. Have her play her scales and the scales in the folder</p>

<p>strumming patterns</p> <p>2. Review practice pieces with Garrett on the drums</p> <p>1. Tell him what I learned from the manual</p> <p>2. Review and reassign drumming patterns from Standards of Excellence Book 1</p> <p>3. Work with Raven on Flute</p> <p>1. See how she is doing on assigned notes</p> <p>2. Assign more notes</p> <p>3. Ask her about the song she would like to learn</p> <p>4. Check-in with Ash</p> <p>1. Have her play her scales and the scales in the folder</p> <p>2. See how she is doing with her new song</p> <p>LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE (then we will begin playing scales together for warm up, then musical pieces from there)</p>
<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and</p>

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Re7.1 Select - Choose music

THE C MAJOR SCALE
(then we will begin playing scales together for warm up, then musical pieces from there).

Standards

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2. Give her the music sheet she requested and tell her to use only the right hand to start

LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE
(then we will begin playing scales together for warm up, then musical pieces from there)

Standards

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personal experiences to make music.

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MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

appropriate for a specific purpose or context.

MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

Objectives:

- Pulse, loud/quiet
- Rhythmic patterns, repertoire, same/different
- Pulse, fast/slow, same/different
- Vocal tone production, repertoire

Lesson / Instruction

1. **(5-8 min) Speech Activity with Movement:** "A Penny a Lump" (pg. 73)

Materials: Hand Drum

1. Reaction Game (scattered formation):
 1. Explain what an accent is (a different pitch/note or a longer playing note or both at the same time)
 2. Students march to the steady beat

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

PE PK 12:15pm - 1:00pm

Jump Rope Activities

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people), spatial awareness (location)
- Effort (fast, slow, sustained, free flow)
- Clockwise, counter-clockwise

Kindergarten:

phrases, and two-chord harmonic musical ideas.

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MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music K 12:15pm - 1:00pm

Objectives:

- Pulse, loud/quiet
- Rhythmic patterns, repertoire, same/different
- Pulse, fast/slow, same/different
- Vocal tone production, repertoire

Lesson / Instruction

1. **(5-8 min) Speech Activity with**

MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Parent Teacher Conferences 12:15pm - 7:00pm

PE 1 12:15pm - 1:00pm

Music 3 1:00pm - 1:45pm

Objectives:

- xxx

Lesson / Instruction

1. **(mins)**
Xxxx: "Xxxxx
Xxxxx" (pg.)
Materials:
2. **(mins)**
Xxxx: "Xxxxx
Xxxxx" (pg.)
Materials:
3. **(mins)**
Xxxx: "Xxxxx
Xxxxx" (pg.)
Materials:
4. **(mins)**
Xxxx: "Xxxxx
Xxxxx" (pg.)
Materials:
 - 1.
 - 2.
5. **(mins)**
Xxxx: "Xxxxx
Xxxxx" (pg.)
Materials:
 - 1.
 - 2.
6. **(mins)**
Xxxx: "Xxxxx
Xxxxx" (pg.)
Materials:
 - 1.
 - 2.

on hand drum played quietly by teacher

3. Whenever teacher plays a loud accent on the drum, students jump in place
4. Explore loud and quiet, and varying lengths of phrases and accents
5. Introduce poem, echoing while students march
6. Students march while speaking poem and freeze when teacher plays an accent

2. (12-15 mins)
Song with Game: *"Ally Bally"* (pg. 73) **Materials:** Chart #11, BX

1. Present chart
2. Discuss name and value of each coin using speech patterns
3. Play conducting game where teacher points to a coin and students speak and clap the answer
4. Teacher points to each coin, one after the other and

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Let's Get Together (Card 8)

Go Fitness: Limber Limbs: Stretching Activities (10 min)

Materials: 1 cone per pair of students

1. Race and Reach (Card 169-170)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. "Can you..." (Card 275)

Materials: 1 jump rope per student

2. Snakes (Card 276)

Materials: 1 jump rope per student

Movement: "A Penny a Lump" (pg. 73)

Materials: Hand Drum

1. Reaction Game (scattered formation):
 1. Explain what an accent is (a different pitch/note or a longer playing note or both at the same time)
 2. Students march to the steady beat on hand drum played quietly by teacher
 3. Whenever teacher plays a loud accent on the drum, students jump in place
 4. Explore loud and quiet, and varying lengths of phrases and accents
 5. Introduce poem, echoing while students march
 6. Students march while speaking poem and freeze when teacher plays an accent

2. (12-15 mins)
Song with

7. (mins)
Xxxx: "XXXXX XXXXX" (pg.)
Materials:
 - 1.
 - 2.
8. (mins)
Xxxx: "XXXXX XXXXX" (pg.)
Materials:
 - 1.
 - 2.
9. (mins)
Xxxx: "XXXXX XXXXX" (pg.)
Materials:
 - 1.
 - 2.
10. (mins)
Xxxx: "XXXXX XXXXX" (pg.)
Materials:
 - 1.
 - 2.
11. (mins)
Xxxx: "XXXXX XXXXX" (pg.)
Materials:
 - 1.
 - 2.
12. (mins)
Xxxx: "XXXXX XXXXX" (pg.)
Materials:
 - 1.
 - 2.

Music 4 1:45pm - 2:30pm

- students speak and clap
- Repeat using a conductor
 - Introduce song; sing melody with text while accompanying on BX
 - Perform:
 - Song (teacher on BX)
 - Speech pattern (student conductor)
 - Repeated
 - Note: each repeat has a new conductor
3. **(5-8 mins) Speech Activity with Movement:** See a Penny (pg. 75) **Materials:** Hand Drum
- Introduce rhythm
 - Students practice speaking/ thinking/ speaking rhythm
 - Solicit ideas from students for actions to accompany text (eg. "See a Penn" = point to the ground)
 - ABA pattern Speak/Think/ Speak
 - Vary tempo to get ready for text in 2 weeks
4. **(10-12 mins) Song with**

REVIEW:
Glossy of Terms:

Walk and Jump:

Turn rope while walking forward

Double Bounce:

Jump with both feet twice for each rope turn

Single Bounce:

Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier:

Jump side to side over a line

Hop: Jump on one foot

Rocker:

Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and jump, uncross and jump

Backward:

Turn rope backward and jump

Game: "Ally Bally" (pg. 73) **Materials:** Chart #11, BX

- Present chart
 - Discuss name and value of each coin using speech patterns
 - Play conducting game where teacher points to a coin and students speak and clap the answer
 - Teacher points to each coin, one after the other and students speak and clap
 - Repeat using a conductor
 - Introduce song; sing melody with text while accompanying on BX
 - Perform:
 - Song (teacher on BX)
 - Speech pattern (student conductor)
 - Repeated
 - Note: each repeat has a new conductor
3. **(5-8 mins) Speech Activity with Movement:** See a Penny (pg. 75) **Materials:** Hand Drum
- Introduce rhythm

Game *"Who Has the Nickel?"* (pg. 75-76)

Materials: Hand Drum, Nickel, Dime, Quarter, Piano

1. *This game provides an opportunity for independent singing*
2. Introduce text to melody (Frere Jacques) call and response (teacher sings one measure, students sing two)
3. Reverse parts
4. Add game:
 1. In a seated circle, students close eyes and form a cup with hands
 2. Teacher walks behind and places coins in hands of 3 students
 3. With eyes closed, class sings song (teacher on piano) and 3 soloist sing 3 responses
 4. After song, 3 different students guess who has the coins
 5. Game repeats
5. **(5-8 min) Movement Activity:** Frere

Bell: *Jump forward and backward over a line*
Wounded Duck:

Jump with heels in and toes out, then heels out and toes in
Side-swing: *Swing the rope to one side of the body, then swing overhead and jump*
Criss-Cross Arms: *Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again*
Double Under: *With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)*

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

2.1c Exhibit a variety of small motor skills.

2. Students practice speaking/ thinking/ speaking rhythm
 3. Solicit ideas from students for actions to accompany text (eg. "See a Penn" = point to the ground)
 4. ABA pattern Speak/Think/ Speak
 5. Vary tempo to get ready for text in 2 weeks
4. **(10-12 mins) Song with Game *"Who Has the Nickel?"* (pg. 75-76)**
- Materials:** Hand Drum, Nickel, Dime, Quarter, Piano
1. *This game provides an opportunity for independent singing*
 2. Introduce text to melody (Frere Jacques) call and response (teacher sings one measure, students sing two)
 3. Reverse parts
 4. Add game:
 1. In a seated circle, students close eyes and form a cup with hands
 2. Teacher walks behind and

Jacques (pg. 76)

Materials: Recording, scarves

1. Copy cat game where student follow the leader
2. Scattered seated formation, each with a scarf, play recording, students copy movements by teacher
3. Movements should reflect the quality of the music
6. **(5-8 min) Rhythmic Training:** Clap Your Last Name (pg. 76)
 1. Speak in syllables
- 7.

Standards

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music

2.1e Engage in self-help skills.

2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.

2.2a Exhibit physical reflexes in response to stimulation.

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

2.2f Refine motor coordination and skills to play with toys and people.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

places coins in hands of 3 students

3. With eyes closed, class sings song (teacher on piano) and 3 soloist sing 3 responses
4. After song, 3 different students guess who has the coins
5. Game repeats
5. **(5-8 min) Movement Activity:** Frere Jacques (pg. 76)

Materials: Recording, scarves

1. Copy cat game where student follow the leader
2. Scattered seated formation, each with a scarf, play recording, students copy movements by teacher
3. Movements should reflect the quality of the music
6. **(5-8 min) Rhythmic Training:** Clap Your Last Name (pg. 76)
 1. Speak in syllables

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

selected for performance.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr6.1.Ka With guidance, perform music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4b Demonstrate increased ability to self-soothe and fall asleep.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during and after physical activity.

2.7a Show preference for familiar people and recognize the difference between

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr6.1.Ka With guidance, perform

work(s) that meet appropriate criteria.

MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

MU:Cr2.1.PreKa With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

MU:Cr3.1.PreKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

MU:Cr3.2.PreKa With substantial guidance, share revised personal musical ideas with peers.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.2.PreKa With substantial guidance, explore and demonstrate awareness of musical contrasts.

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner

familiar people and strangers.

2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.

2.7c Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

2.7e Identify who has hurt or made him or her feel bad.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

2.7h Make choices about behaviors or activities when presented with alternatives.

2.7i Control or appropriately express intense emotions most of the time.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

PE 4 1:00pm - 1:45pm

Hockey Unit

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).

music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Practice Time 1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Hockey Unit

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).

appropriate to the audience and context.

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

MU:Re7.2.PreKa With substantial guidance, explore musical contrasts in music.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

MU:Re8.1.PreKa With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Music 2 1:00pm - 1:45pm

Objectives:

- Rhythmic patterns, phrase
- Hand drum technique
- Half note pulse
- Repertoire
- Experience MRD (Mi-Re-Do)
- Tempo, time.space/shape/force, phrase

Lesson / Instruction

1. (3-5 mins) Rhythmic

- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade

Objectives:

- Dribble a hockey puck with a hockey stick around and through stationary objects
- Pass a plastic puck to a moving target

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: Flash Fitness Locomotor Movement Cards (82-105)

1. Go Loco (Card 13)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min)

Materials: softballs, dome markers, orange scarves, etc.

1. Dynamite Diet's Fitness Shopping (Card 312-313)

Go Activity: Floor Hockey: CATCH Challenge Level II

(25 min) Need: 1 hockey stick per student, 1 puck & 2 cones 3 students

1. They Shoot, They Score! (Card 412)

Cool-down (5 min)

- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade

Objectives:

- Dribble a hockey puck with a hockey stick around and through stationary objects
- Pass a plastic puck to a moving target

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: Flash Fitness Locomotor Movement Cards (82-105)

1. Go Loco (Card 13)

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1. Dynamite Diet's Fitness Shopping (Card 312-313)

Go Activity: Floor Hockey: CATCH Challenge Level II

(25 min) Need: 1 hockey stick per student, 1 puck & 2 cones 3 students

1. They Shoot, They Score! (Card 412)

Cool-down (5 min)

Training "4 level of body percussion" (pg. 67)

1. Use four measures in 2/4
2. Give students an opportunity to lead
2. **(5-8 mins)**
Instrument Activity: *Hand Drum Technique* (pg. 67)
Materials: Hand Drums
 1. Begin without drums
 1. Model clapping one hand on the fleshy part of the opposite palm under thumb
 2. Echo a four beat pattern
 2. Label the parts of the drum (head and rim)
 1. Hold rim with thumb on top, drum perpendicular to floor
 2. Support drum with elbow bent, 1/2 way between shoulder and waist
 3. Transfer clapping patterns to playing drum with fingertips on edge of the drum closest to the body
 4. Allow student to

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms
 3. Back: wrap arms around upper body as though hugging yourself
 4. Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
 6. Quads: Reach back to grab foot and pull up to back of thighs
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
 8. Hips: Lunge all the way until the back leg is extended as far as it can go

Standards

- 4.PE.10** Demonstrate responsible behavior in independent group situations.
- 4.PE.11** Reflect on personal social

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms
 3. Back: wrap arms around upper body as though hugging yourself
 4. Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
 6. Quads: Reach back to grab foot and pull up to back of thighs
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
 8. Hips: Lunge all the way until the back leg is extended as far as it can go

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.4** Combine spatial concepts with

- echo
several
4-beat
patterns
3. Teach students other ways to make sound
 1. Tap rim, scrap head with fingertips, rapid tremolo with fingers
 2. Ask why a drum is considered a skin instrument
 3. **(10-12 mins) Speech Activity with**
Instruments: Jere miah (*pg. 68*)
Materials: Hand drums, Timpani/ Bass Drum, Visual #6
 1. Circle, standing, drums to all
 2. Teach hand drum rhythm then transfer to drums
 3. Use form:
 1. Drums play rhythm
 2. After playing rhythm, students speak poem while passing drums to next player
 4. Once secure present Visual #6 (students speak ostinati)
 5. Transfer to bass drum (placed in the middle of the circle)

- behavior in physical activity.
- 4.PE.12** Listen respectfully to corrective feedback from others.
 - 4.PE.13** Adhere to rules of etiquette in a variety of physical activities.
 - 4.PE.14** Recognize and support individual differences in movement performance at all skill levels.
 - 4.PE.16** Work safely with peers and equipment in physical activity settings.
 - 4.PE.9** Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
 - 4.PE.1** Use a combination of motor skills to engage in a variety of activities.
 - 4.PE.7** Actively engages in the activities of health enhancement class, both teacher-directed and independent.
 - 4.PE.6** Analyze opportunities for participating in physical activities outside health enhancement class.
 - 4.PE.15** Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

Recess 1:45pm - 2:00pm

- locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.
- 5.PE.7** Actively participate in all activities of health enhancement class.
 - 5.PE.8** Differentiate between skill-related and health-related fitness.
 - 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
 - 5.PE.10** Participate in physical activity with responsible interpersonal behavior.
 - 5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
 - 5.PE.12** Give corrective feedback respectfully to peers.
 - 5.PE.13** Critique the etiquette involved in rules of various activities.
 - 5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
 - 5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and

6. Continue challenging students to step the half note pulse in place while playing drums and speaking poem
4. **(10 mins) Song with Instruments/ Movement:** My Aunt Came Back (pg. 68 - see pg 66)
Materials: Hand Drums
1. Introduce melody with solfege and hand signals
 2. Add text, then movement activities as listed on pg 66
 3. Add hand drums to to play each echo
5. **(12-15 mins) Song with Game:** "The Closet Key" (pg. 69)
Materials: Key, yarn
1. Circle, seated, teach song by rote
 2. One student in the middle (garden), remaining students hold onto a large circle of yarn with a key on it (ends tied)
 3. While singing both verses, class passes the key from one student to another by sliding along yarn, hiding the key from the

PE 3 2:00pm - 2:45pm

Hockey Unit

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade Objectives:

- Dribble a hockey puck with a hockey stick around and through stationary objects
- Pass a plastic puck to a moving target

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: Flash Fitness Locomotor Movement Cards (82-105)

1. Go Loco (Card 13)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min)

Materials: softballs, dome markers, orange scarves, etc.

1. Dynamite Diet's Fitness Shopping (Card 312-313)

collaborative movement projects.

5.PE.16 Apply safety principles with physical activities.

5.PE.17 Compare the health benefits of participating in selected physical activities.

5.PE.18 Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and

5.PE.19 Analyze the social benefits gained from participating in physical activity.

5.PE.5 Analyze the impact of food choices relative to physical activity, youth sports, and personal health.

Q1 Band 2:45pm - 3:30pm

- student in the center
4. After verse 2, student in the center guesses who has the key
 5. New student is chosen for the middle and game continues
 6. **(8-10 mins) Movement Activity:** *Mirroring* (pg. 69)
- Materials:** Lion King Recording
1. Begin with no music, teacher leading
 2. Keep movements slow and fluid (encourage students to be silent)
 3. Add recorded music

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- Go Activity: Floor Hockey: CATCH** Challenge Level II
(25 min) Need: 1 hockey stick per student, 1 puck & 2 cones 3 students
1. They Shoot, They Score! (Card 412)
- Cool-down (5 min)**
1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms
 3. Back: wrap arms around upper body as though hugging yourself
 4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
 6. Quads: Reach back to grab foot and pull up to back of thighs
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
 8. Hips: Lunge all the way until the back leg is extended as far as it can go

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

Band 5 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, vocal repertoire, SR-B,A,G,E,D,C'

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

3.PE.2 Perform developmentally appropriate dance steps and movement patterns.

3.PE.4 Recognize the concept of open space in movement context.

3.PE.5 Identify foods that are beneficial for pre- and post-physical activity.

3.PE.7 Engage in the activities of health enhancement class without teacher prompting

3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

3.PE.10 Practice personal responsibility in teacher-directed activities.

3.PE.11 Work independently for extended periods of time.

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

3.PE.14 Support and work cooperatively with others.

3.PE.15 Discuss ways to accept

- Expression
- 3 part score reading, ostinato, rondo
- Experience 5/4 time signature

Lesson / Instruction

This lesson will cover 2 weeks (last two week of January) because we missed a week:

1. (15-18 mins) Hot

Tune #6:

"Goodnight

Ladies" (pg. 68)

Materials:

Fingering chart, Chart #13, Piano, Conga, Cowbell

1. Echo short patterns of BAGED
 2. Review fingering for C' and B
 3. Present chart
 4. Introduce melody
 1. Speak/clap rhythm
 2. Identify letter note names
 3. Sing letter names
 4. Play melody on recorders
 5. Introduce additional instrument parts (as split ostinato)
 6. Add melody
 7. Ask students to create words and an Introduction and Coda
- 2. (10-12 mins) Movement Activity:** Movement Charades (pg. 69)
- Materials:** Visual

other's ideas, cultural diversity, and body types during games and physical activities.

3.PE.16 Work independently and safely in physical activity settings.

3.PE.17 Discuss the relationship between physical activity and good health.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Q1 Band 2:45pm - 3:30pm

- # 2 (expression cards)
1. In scattered formation facing teacher, one at a time teacher holds up one expression card
 2. In silence each student interprets the expression in movement
 3. Divide class into two teams
 1. Team 1:
Chooses 2 or 3 students to guess the expression performed by the remainder of the team
 2. Teacher holds up card not visible to students guessing and the team interprets the expression
 3. The teams can confer and if they are correct they get a point
 4. Then Team goes and they keep alternating turns
 5. Note: Each time a team takes a turn, different students should be given the

opportunity
to guess

3. (15-18 mins)

Rhythmic

Reading: A

Rondo for
Instruments (pg.

70) **Materials:**

Chart #14,
unpitched
instruments

1. Present the chart
2. Students speak each rhythm using rhythm syllables
3. Ask:
 1. What is the time signature?
(4/4)
 2. Which rhythm is an ostinato?
(#3)How many half rests are on the chart?
(5)
4. Challenge class to clap one of the rhythms while teacher claps another
5. Repeat exploring different combos of rhythms
6. Divide class into 3 groups
7. Transfer groups to instruments:
 1. Rhythm #1
= Woods
 2. Rhythm #2
= Skins
 3. Rhythm #3
= Metals
8. Perform 3 times in a row
9. Extend to rondo form:

1. **A** - 3
rhythms
perform
simultaneously
 2. **B** - Woods
improvise
for 4
measures
 3. **A** -
 4. **C** - skins
improvise
for four
measures
 5. **A** -
 6. **D** - metals
improvise
for 4
measures
 7. **A**
4. **(10-12 mins)**
Group
Project: "Five for the Money" (pg. 71)
1. Using body percussion practice poem in 2/4, 3/4 and 5/4 time
 2. Ask students which one they thought was easier

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr5.1.5a Apply teacher-provided and

established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Q1 Band 2:45pm - 3:30pm